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ADULT BASIC READING INSTRUCTION IN THE UNITED STATES, AN ANNOTATED BIBLIOGRAPHY. IRA ANNOTATED BIBLIOGRAPHY, 15.

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THIS ANNOTATED BIBLIOGRAPHY ON ADULT BASIC READING INSTRUCTION PRESENTS READERS, PRACTICE MATERIALS, AND OTHER ITEMS TO BUILD READING PROGRAMS, AND PROFESSIONAL PUBLICATIONS TO HELP TEACHERS TO USE THESE MATERIALS SKILLFULLY. COMPREHENSIVE READING PROGRAMS (INCLUDING TWO THAT REQUIRE THE EXTENSIVE USE OF MACHINES), PUBLICATIONS BY THE UNITED STATES GOVERNMENT PRINTING OFFICE, SUPPLEMENTARY READING SKILL BUILDERS AND PRACTICE ITEMS, MATERIALS FOR USE WITH FOREIGN BORN ILLITERATE ADULTS, AND OTHER PUBLICATIONS ARE LISTED. ALSO INCLUDED ARE PUBLISHERS' ADDRESSES AND CURRENT TITLES IN THE INTERNATIONAL READING ASSOCIATION SERIES OF ANNOTATED BIBLIOGRAPHIES. THIS DOCUMENT IS ALSO AVAILABLE, FOR $0.40, FROM THE INTERNATIONAL READING ASSOCIATION, BOX 695, NEWARK, DELAWARE, 19711. (LY)

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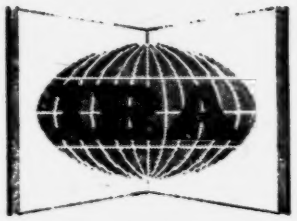
ADULT BASIC READING INSTRUCTION IN THE UNITED STATES

An Annotated Bibliography



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and
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ADULT BASIC READING INSTRUCTION IN THE UNITED STATES

Teaching adults to read represents one of education's outstanding challenges. The illiterate adult is often a slow or reluctant learner. He has usually found formal education insufficient to his requirements and he has turned from it to more satisfying, if not more satisfactory, pursuits. What we want him to do is use education as a means of resolving his social and economic frustrations. To do this he must be attracted into the classroom by an appropriate curriculum and attractive adult oriented materials.

The reading materials we choose as educators, to aid adult illiterates in learning to read, ought to be those which most closely represent the curriculum goals we have previously established, and which allow us to use our greatest assets as educators. There are no best materials, but only those which in that particular situation seem most helpful.

The following lists of publications contain 1) materials to build reading programs such as readers, practice materials, and tests, and 2) professional publications to aid the teacher wishing to use them skillfully.

The first list consists of programs currently available or which are now being made available.

COMPREHENSIVE READING PROGRAMS

ADULT BASIC EDUCATION, First Series, Ellen C. Henderson and Twila L. Henderson. Holt, Rinehart and Winston, Inc., 1965.

Both reading and writing instruction are included in the two unprogrammed, soft cover books. This series uses linguistic and phonic methods. Spelling is taught as part of learning to read and write.

ADULT BASIC EDUCATION SERIES (Rev.). Noble and Noble Publishers, Inc. 1966.

This three volume set of paperbacks by various authors is not interdependent. It utilizes the whole word method of instruction and is not programmed.

ADULT READER, M. S. Robertson. Steck-Vaughn Company, 1964.

This is a one volume workbook using the whole word and sentence method. Reading and handwriting exercises are combined. Review lessons and check tests are frequent.

AMERICAN INCENTIVE TO READ. American Institute of Reading, 1965.

This program consists of an introductory phonics test, student texts, teacher's manual, record album of tests and sounds and a special dictionary. Besides providing detailed lesson plans, the teacher's text includes an outline of good practices for the untrained teacher.

BUILDING YOUR LANGUAGE POWER, Frank C. Laubach, programmed by William C. Wolf, Jr. Silver Burdett Company, 1965.

A programmed and linguistic series of six workbooks using the Laubach literacy approach. Visual and phonic discrimination of letters is taught first. Thirteen hundred basic words are introduced (the Laubach list), requires a tutor. May be used individually or in large groups.

COMMUNICATIONS, Josephine Bauer. Follett Publishing Company, 1965.

Primarily through writing linguistic patterns the student is taught letter sounds and words. Materials consist of three workbooks. While no teacher's manual is provided, instructions are printed on each page of the books.

ELEMENTARY EDUCATION FOR ADULTS, Albert A. Owens and William Sharlip. Holt, Rinehart and Winston, 1950.

Short sentences are first associated with pictures and the individual words are then studied in exercises. After a basic sight vocabulary has been established, phonics are taught. Includes handwriting training and letter writing.

ENGLISH LESSONS FOR ADULTS, Jewel Varnado and Philip J. Gearing. Harcourt, Brace and World, Inc., 1966.

A three workbook series containing brief teacher aids for lessons at the end of each volume. New words and some necessary word attack skills are frequently practiced through review lessons. Manuscript rather than cursive writing is used in books one and two (book three was not available for review at this writing).

FIRST STEPS IN READING ENGLISH, Christine M. Gibson and I. A. Richards. Affiliated Publishers, Inc., 1959.

This is a series of four books with workbooks. It is a linguistic unprogrammed series. The introduction of sounds, symbols, words, and sentence types is carefully controlled. Four filmstrips are correlated with the lessons in the four books and workbooks.

HOME AND FAMILY LIFE SERIES, Emma L. Bright and Eva G. Mitchell. Arthur C. Croft, 1949.

This series utilizes a whole word and sentence approach to literacy.

It contains readers, reading and writing workbook, teacher's manual, and placement test. Special efforts are made to make the readers nonracially oriented.

I WANT TO READ AND WRITE, Harley A. Smith and Ida Lee King Wilbert. Steck-Vaughn Company, 1965.

The general approach to introductory reading instruction taken through this one volume workbook is to teach whole words, however, some word recognition skills are taught. Cursive writing is also taught.

MEN IN THE ARMED FORCES AND SERVICEMEN LEARN TO READ, Lowry W. Harding and James B. Burr. The Armed Forces Institute. The United States Government Printing Office.

The reader and accompanying workbook utilize the whole word method of instruction and are, specifically, though not necessarily, solely utilizable by the armed forces. A set of large drill cards containing sentence fragments and phrases is used to present all new words. Cursive writing charts in the workbook are not elaborated upon, so nonwriters will probably require supplementary practice.

THE MOTT BASIC LANGUAGE SKILLS PROGRAM, Byron E. Chapman and Louis Schulz. The Allied Education Council, 1966.

This is a tutorial, phonics-linguistic approach. Consonants and blends are taught through the use of sample words associated with photographs. Some essential rules of grammar are taught deductively. Part of an extended series, it consists of workbooks, teacher's manual, special dictionary and teacher's supplementary orientation book particularly useful to inexperienced teachers.

THE NEW STREAMLINED ENGLISH SERIES, Frank C. Laubach, Elizabeth M. Kirk and Robert S. Laubach. Collier-Macmillan International, 1966.

A programmed series using the Laubach literacy system. Five workbooks provide training in the recognition of letter sounds, vowel sounds (long, short, "other"), and sounds of some consonants.

OPERATION ALPHABET, The National Association of Public School Adult Educators, 1962.

A whole word method workbook used as a means of encouraging adults to enroll in literacy programs. As such it represents an introductory unit of 100 one page lessons. The stated goals are modest, " . . . he will be able to recognize, understand, and use more words. He will be able to read some signs and directions, and he will be able to write better."

PROGRAMMED READING FOR ADULTS, Sullivan Associates. McGraw-Hill Company, 1966.

This series includes five programmed workbooks and teacher's editions. Pupils are assumed to have the ability to print. Pairs of words with similar letter elements are introduced for purposes of teaching word discrimination and vowel discrimination. Pictures are used as prompts for words. This material is suitable for tutorial or group instruction. Although the materials are programmed, a teacher is required.

READING FOR A PURPOSE, J. B. Adair and R. L. Curry. Follett Publishing Company, 1965.

A one volume language arts program plus manual commencing with the whole word approach. Suggestions are made for augmenting instruction with additional practice materials and activities.

READING IN HIGH GEAR, CYCLE I, Myron Woolman. Science Research Associates, 1964.

Cycle I, section of a three part (cycle) series, which leads to eighth grade reading proficiency, includes two teacher's manuals and four consumable workbooks. The series is partly programmed but requires a tutor to read prepared statements and supervise practice. Instruction begins at the readiness level. Discriminating letters and discovering relationships between picture clues and words are important elements of instruction. Short reading selections and puzzles are provided for reading and printing practice.

READING, SERIES I, M. W. Sullivan. Behavioral Research Laboratories, 1966.

The series consists of four consumable workbooks, four correlated readers, a placement test, and a teacher's guide. Teachers may also wish to purchase a booklet describing the use of programmed texts in the classroom prepared by the publishers. This series assumes some knowledge of the alphabet and pre-reading letter and word discrimination skills. Pupils read first one programmed text then its correlated reader.

READING THE EASY TV-WAY, Sallie E. Cook and Lucile E. Bayer. Koinonia Foundation Press as revised by the Baylor Literacy Center, 1960.

A television adaption of the Laubach approach to reading instruction which utilizes the similarity between familiar objects and letter shapes. These workbooks provide only the preliminary instruction for a literacy program. The vocabulary introduced has high utility but is quite limited.

STEPS TO LEARNING, Editorial Staff & Burton J. Kreitlow. Steck-Vaughn Co., 1965.

The two volume workbook series combines reading, writing, and arithmetic instruction in integral teaching units. A variety of phonic and structural analysis skills are developed after an initial sight vocabulary is taught. Useful for either class or small group instruction, and preferably taught by an experienced instructor.

THE STREAMLINED ENGLISH SERIES, Frank C. Laubach. New Readers Press (also available through the Macmillan Company), 1955.

This is a non-programmed series part of the Laubach literacy system. Approximately an 1100 word reading vocabulary is introduced. Continued vocabulary and reading skill growth is provided by short, paperbacked supplementary readers and a multilevel weekly feature paper.

SYSTEM FOR SUCCESS, BOOK 1, R. Lee Henney. Follett Publishing Company, 1965.

This one volume program covers the areas of reading, writing, spelling, arithmetic, and English usage. Both phonic and linguistic methods are employed for reading instruction. Lessons on sentence structure contain grammatical terminology not usually found in basic literacy programs. This program may be utilized for small groups. It is a program requiring competent instruction.

WORDS IN COLOR, Caleb Gattegno, Encyclopedia Britannica Press, 1962.

A preliminary reading program using 47 different colors to introduce the 47 different English sounds. Included are teacher's manuals, wall charts, word cards, practice reading materials, and workbooks. The program is not designed as a package to cover a complete basic literacy program.

Programs requiring the extensive use of machines

LEARNING 100. Educational Developmental Laboratories, 1966.

A complex system rather than a text requiring several different pieces of audiovisual equipment and extensive space. Provides reading skills development in a variety of organized and individual activities including structured discussions.

YOU CAN READ BETTER; ADULT APPROACH TO BETTER READING, Domenick Caruso and Robert Krych. Educational Reading Aids Corporation (CENCO), 1966.

A linear programmed series of 14 lessons with reading device, text, teacher's guide, and dictionary.

SUPPLEMENTARY READING SKILL BUILDERS

This list consists of materials useful in the development of particular word attack skills such as phonic or structural analysis, and comprehension and interpretation abilities. By their format, style, and content they are appropriate for use in adult literacy programs. This list was compiled with two teacher problems in mind; first, that some pupils will need additional practice of skills introduced; and second, that some teachers will wish to augment their programs with additional skill competencies.

BASIC READING SKILLS, Peggie F. Jones and Alice Adams. Detroit Public Schools, 1965.

The paperback workbook focuses on teaching prereading skills and on building a basic sight vocabulary.

CHARTS. F. A. Owen Publishing Company.

By stick figure illustrations and simple, easyreading sentences the student learns some tips in the areas of health, manners and safety. These charts can be used for practice reading at the beginning level.

CHECK AND DOUBLE CHECK PUPILS: WORKBOOK IN PHONICS, Jack Hood School Supplies Company, Ltd., 1963.

With the exception of the first grade level book these may be used with newly literate adults. Phonics rules are presented deductively, with copious examples, exercises, illustrative drawings, and frequent tests.

CONQUESTS IN READING, William Kottmeyer and Kay Ware. McGraw-Hill Book Company, 1962.

THE CYCLO-TEACHER, Field Enterprises, Inc.

The Cyclo-Teacher is a flat, circular device with programmed features. Some word attack skill programs are available. New programs are continually being developed.

DETROIT PUBLIC SCHOOLS MIMEOGRAPHED PROGRAMS, Gordon Keller, Program Writer.

These programs could be used elsewhere as supplementary exercises or as guidelines for making up materials suitable to a particular area.

EVERYDAY ENGLISH AND BASIC WORD LIST FOR ADULTS, Angelica W. Cass. Noble and Noble Publishers, Inc., 1964.

The purpose of the book is to teach a basic word list through stories. Students also learn how to write letters and fill out forms.

THE FITZHUGH PLUS PROGRAM, Drs. Loren and Kathleen Fitzhugh. Allied Education Council, 1966.

The purpose of the sections pertaining to reading skills in the "Language and Numbers Series" is to develop perceptual readiness for reading and to build a basic sight vocabulary. The material is programmed and moves at a slow rate, with much repetition. It should be used only with complete nonreaders or with students who are mentally retarded, brain damaged, or emotionally disturbed.

HANDWRITING LEGIBILITY KIT, Peterson Handwriting System, 1966.

The student first learns to print and then to write by using colors to distinguish a new stroke from the part of the letter that he has already learned to form. Adult in orientation, it contains sample forms, such as a Job Corps application, a voter registration form, a personal check, and the income tax short form.

LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS, California Test Bureau Publications Division, 1965.

An extensive branched program series on specific reading and arithmetic skills, the series is particularly designed for individual instruction. Each student keeps his own records but teaching assistance is periodically required. Cal Test recommends they be utilized in conjunction with other materials. Contains teacher's manual with an extensive, overall description of the entire series and a booklet called *Series Content Analysis*: Series A-B, Programmed Studies in Reading, detailing the development of these specific lessons. Many of the reading skill sets begin at the basic education level, grades 3-4:

Following Directions, Miles Midlock. Series A-B.
Reference Skills, Miles Midlock. Series A-B.
Reading Interpretations I, *Read to Know*, Gracecarol Bostwick. Series A-B.
Reading Interpretations II, *Read for Meaning*, Gracecarol Bostwick. Series A-B.

LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS, Dr. Wayne F. Rosenoff, Project Coordinator, California Test Bureau, 1963.

These programmed materials are intended to supplement any self-contained reading program. The branched program refers the learner for additional work when he makes an incorrect response. Useful with younger adults. A manual for teachers is available; mainly an explanation of how the program operates is given.

MANUSCRIPT FOR ADULTS, BOOK I, Lalia Phippe Boone. American Southern Publishing Company.

Imitating six basic strokes, the adult learns to print.

NEW PRACTICE READERS, Donald G. Anderson, Ardis Edwards Burton, Charles C. Grover, and Clarence R. Stone. McGraw-Hill Book Company, 1962.

NEW ROCHESTER OCCUPATIONAL READING SERIES, Herman R. Goldberg and Winifred T. Brumber. Science Research Associates, 1965.

The text and workbook are available at three difficulty levels. A teacher's manual provides lesson plans and word lists for each level of difficulty. The exercises include vocabulary development, word study, comprehension questions, phonic skills, practical mathematics questions geared to personal guidance, and other information essential to the adult, e.g., job interviewing and completing income tax forms.

PHONICS IS FUN, Louis Krane. Modern Curriculum Press, 1963.

PHOTO-PHONICS, Gifted Teachers Books, Inc.

Teaches phonics by word-picture associations and includes handwriting practice.

READING SKILL BUILDERS, Educational Division, Reader's Digest Services.

STEP UP YOUR READING POWER, BOOK A, Jim Olson. McGraw-Hill Book Company, 1966.

Book A, written at the third and fourth grade reading levels, contains short reading selections about hygiene, job hunting, and other important subjects followed by comprehension questions.

WRITING YOUR OWN LETTERS, Jeannette B. Rosenfeld and Angelica W. Cass. Noble and Noble Publishers, Inc., 1964.

This publication provides a model content for certain types of letters, such as invitations, excuses for absence, and letters of sympathy. Students are also shown how to send a telegram and write a check.

WRITING FOR ADULTS. American Book Company, 1965.

A two-volume series presenting manuscript and cursive writing.

SUPPLEMENTARY READING PRACTICE MATERIALS

Most supplementary readings do not contain a list of the words used. This makes it difficult for the teacher to accurately assess their usefullness. Grade level estimates, where they appear, are inaccurate guides to the difficulty of concept or skill mastery for adults, and grade level itself is not a guarantee that the materials will be compatible with comparable levels designed in other programs.

Materials listed are primarily for additional practice. Some will be found helpful in group discussions, others for job orientation and social skill development. This list is alphabetized, according to publisher.

DARE, BEATRICE F. AND EDWARD J. WOLFE. *Accent the World of Work* Publishing Company, 1965.

A group discussion and reading series of workbooks suitable for young adults entering the world of work. Includes discussion of social skills and the development of goal orientation. Builds sight vocabulary and writing skills.

DARE, BEATRICE F. AND EDWARD J. WOLFE. *Accept the World of Work* series. Follett Publishing Company, 1966.

Similar in format to the *Accent Education* series, *Accent The World of Work* has as its subject occupational choice. Combines reading, discussion, and writing.

TOYER, AURELIA. *Get Your Money's Worth.* Holt, Rinehart, and Winston, Inc., 1965.

Contains consumer facts with a story line. Useful for discussion groups.

COOPER, WILLIAM M. AND VIVIAN C. EWING. *How To Get Along On The Job.* Holt, Rinehart and Winston, Inc., 1966.

MORRIS, PHYLLIS D. *Life with the Lucketts.* Holt, Rinehart and Winston, Inc., 1965.

Mr. Luckett loses his job through automation and must seek a new one. Discussion questions test comprehension orally. Words introduced appear both at the end of each chapter and book. The book is paperback and not illustrated.

STARKS, JOHNETTA. *Measure, Cut and Sew.* Holt, Rinehart, and Winston, Inc., 1965.

The book is written in simple sentences which, with illustrations, outline the steps in sewing.

GOSS, JOCELYN PRETLOW. *The Thomases Live Here.* Holt, Rinehart, and Winston, Inc., 1965.

Intended as supplementary reading for *Learning to Read and Write,* new words are listed at the end of each chapter and again at the back of the book. There are no illustrations. The Thomases are a low-income, rural family. At the end of each chapter are discussion questions.

A variety of short, easy to read pamphlets (based on 1000 or fewer words) are available from the Koinonia Foundation on baby care, first aid, great leaders, and health tips.

GELFAND, RAVINA AND LETHA PATTERSON. *They Wouldn't Quit.* Lerner Publications, Incorporated, 1962.

Stories of handicapped people are related.

KOTTMEYER, WILLIAM A. *Our Constitution and What It Means.* Third Edition (Simplified), McGraw-Hill Book Company, 1965.

The federal constitution is printed with notes of explanation and definition. The paperback book is appropriately illustrated to carry the essential meaning. A list of words and definitions is provided at the back of the book.

BOWMAN, GRACE. *The First Christmas Tree.* New Readers Press, 1961.

The familiar and interesting story is presented in simple sentences, printed one per line.

SIMONSSON, BENGT AND EARL ROE. *Good Manners in the United States.* New Readers Press, 1961.

This small paperback book outlines situationally appropriate social behavior.

LAUBACH, ROBERT S. *Heroes of Faith.* New Readers Press, 1959.

The introduction of new words is controlled and listed at the end of each story. Intended as an extention of *Streamlined English Part I,* (Revised edition).

FRANCIS, ROBERT AND SAM IFTIKHAR. *How to Find a Job.* New Readers Press, 1959.

Suggestions are made for job applications and interviews. A sample application form is provided.

NEWS FOR YOU. New Readers Press.

A weekly newspaper appearing in two editions. Edition A, the more

suitable one for this audience, is written for the third grade level of reading ability. Contains topical information with a social orientation. Also contains word building exercises. A teacher's guide is available.

OUR UNITED STATES. New Readers Press, 1965.

A short description of each of the states and territories is presented. Includes a glossary of difficult words.

OUR WORLD IS SMALL. New Readers Press, 1964.

International understanding is taught through pictures. Contains appropriate illustrations with captions.

LAUBACH, FRANK G., *The Story of Jesus* (Three volumes). New Readers Press, 1946.

A progressively difficult series commencing at first grade level. New words are listed at the beginning of each story and at the end of each book.

TITUS, NICHOLAS AND NEGASH GEBREMARIAN, *Trouble and the Police.* New Readers Press, 1959.

A conversation between two policemen and two citizens; concerns crimes and punishment.

WATSON, WILLIE MAE. *We Honor Them,* I AND II. New Readers Press, 1964-1965.

These two illustrated paperback volumes contain short stories about outstanding Negroes. Words not listed in the Thorndike-Lorge and Laubach lists are defined at the back of Volume I and listed at the back of Volume II. Contains word games and supplementary activities.

GILLESPIE, GEORGE AND GEORGE WANYEE. *Why You Need Insurance.* New Readers Press, 1959.

Through a story of a family, different kinds of insurance are discussed.

CASS, ANGELICA W. *How to Become a United States Citizen.* Noble and Noble Publishers, Inc., 1963.

Citizenship information is printed in numbered sentences, followed by comprehension questions, word study, simple grammatical concepts, and supplementary activities. A word list is included.

CASS, ANGELICA W. *Live and Learn.* Noble and Noble Publishers, Inc., 1962.

Of particular interest to foreign-born adults with some reading and

writing ability, this book acquaints its readers with both citizenship and civic information. Grammatical usage, reading comprehension and vocabulary development are taught.

Public Affairs Committee pamphlets, of which there are several hundred on a variety of significant social and economic topics, have limited use for basic literacy instruction. Since their vocabulary is extensive, teachers will need to choose from among them carefully.

THE ADULT READERS. Educational Division, Reader's Digest Services, Inc. 1964.

These are a set of twelve thirty-two page readers commencing at a primer level. Story content would be most interesting to a teenage audience. Useful also to develop basic comprehension and word analysis skills.

THE SCIENCE READERS, VOLUME I. Educational Division, Reader's Digest Services, Inc., 1964.

This volume is the first of a four part set. Similar in format to *The Adult Readers,* it continues vocabulary and skill development begun in that series.

ALESI, GLADYS AND DORA PANTELL. *Family Life in the U.S.A.* Regents Publishing Company, 1962.

Short, domestic oriented selections include comprehension questions, usage items, sight vocabulary development and oral discussion. Requires some previous reading ability.

DIXSON, ROBERT J. *The U.S.A. — The Land and the People.* Regents Publishing Company, 1959.

The history and geography of a part of the United States is discussed in short simple sentences (vocabulary range 1200 words). Each selection also contains discussion, conversation, and vocabulary exercises.

The Frank E. Richards Company has recently published a series of short workbooks of particular interest to teachers of younger adult illiterates, and semiliterates wishing to use supplementary reading materials oriented toward economic and social self-sufficiency. Representative titles include:

Getting Ready for Pay Day, Margaret W. Hudson and Ann A. Weaver (money planning), 1963.

Finding Ourselves, Eileen Lynch Corcoran (geography), 1964.

On the Job, Margaret W. Hudson and Ann A. Weaver (job skills), 1965.

U. S. GOVERNMENT PRINTING OFFICE PUBLICATIONS

There are approximately 25,000 different factual publications currently for sale from the Government Printing Office. Many of them are written simply and yet contain the type of usable technical information to suit the varied interests and needs of beginning adult readers. Subject lists are revised annually and are available upon request from the Superintendent of Documents.

The great majority of the items listed are relatively inexpensive.

In addition, two service publications are also available from the Superintendent of Documents (a free biweekly list of selected U.S. Government Publications, and a monthly catalog of all publications), both of which may be purchased on an annual basis for $4.50 per annum.

Numbers are reference numbers from the U. S. Government Printing Office and are part of the title.

50. American History

38. Animal Industry
    Farm animals, poultry, and dairying

19. Army
    Field manuals and technical manuals

84. Atomic Energy and Civil Defense

79. Aviation
    Civil aviation, naval aviation, Air Force, National Aeronautics and Space Administration, technical reports, and space

70. Census
    Statistics of agriculture, business, governments, housing, manufacturers, minerals, population, and maps

71. Children's Bureau, and other publications relating to children and youth

62. Commerce
    Business, patents, trademarks, and foreign trade

86. Consumer Information
    Family finances, appliances, recreation, gardening, health and safety, food, house and home, child care, and clothing and fabrics

85. Defense
    Veterans' Affairs

51A. Diseases
    Contagious and infectious diseases, sickness, and vital statistics

31. Education

68. Farm Management
Foreign agriculture, rural electrification, and agricultural marketing

28. Finance
National economy, accounting insurance, and securities

21. Fish and Wildlife

65. Foreign Relations of U.S.

43. Forestry
Managing and using forest and range land, including timber and lumber, ranges and grazing, and American woods

15. Geology

36. Government Periodicals and Subscription Services

60. Guam, Puerto Rico, Samoa, and Virgin Islands

51. Health and Hygiene
Drugs and sanitation

72. Homes
Construction, maintenance, and community development

11. Home Economics
Foods and cooking

67. Immigration, Naturalization, and Citizenship

55. Indians
Smithsonian Institution, Fine Arts Commission, archeology, and ethnology

41. Insects
Worms and insects harmful to man, animals, and plants

59. Interstate Commerce

42. Irrigation, Drainage, and Water Power

10. Laws, Rules, and Regulations

83. Library of Congress

53. Maps
Engineering, surveying

58. Mines
Explosives, fuel, gasoline, gas petroleum, and minerals

35. National Parks
Historic Sites, National Monuments

63. Navy
Marine Corps and Coast Guard

33A. Occupations
Professions and job descriptions

44. Plants
Culture, grading, marketing, and storage of fruits, vegetables, grass, and grain

54. Political Science
Government, crime, and District of Columbia

81. Posters and charts

82. Radio and Electricity
Electronics, radar, and communications

64. Scientific Tests, Standards
Mathematics, physics

78. Social Security
Industrial hazards, health and hygiene, pensions, safety for workers, workmen's compensation, and insurance

46. Soils and Fertilizers
Soil surveys, erosion, and conservation

37. Tariff and Taxation

25. Transportation
Highways, roads, and postal service

48. Weather, astronomy, and meteorology

A WISE SHOPPER. Ohio State University cooperating with the U. S. Department of Agriculture, 1966.

Pamphlet on food purchasing.

Biographies of Twenty-Three Prominent Negro Americans. Steck-Vaughn Co. (in press).

HOWARD, RICHARD D. *Unemployed Uglies.* Frank E. Richards, Publisher, 1966.

Cartoons and simple sentences for group discussion, oriented toward proper work and social habits.

KELLER, HELEN. *The Story of My Life.* Collier-Macmillan English Readers, 1964.

A moderately difficult autobiography (2,000 words), containing questions, exercises, and a glossary and notes in the back.

SKIPPEN, KATHERINE B. *Mr. Bell Invents the Telephone.* Bell System, 1952.

Available free from local Bell Telephone Business Office.

They Work and Serve. Steck-Vaughn Co. (in press).

WINGERSON, E'LANE. *Baby Care.* Kalamazoo Library System, 1965.
A short pamphlet on baby care in simple language, containing basic child care information.

MATERIALS FOR TEACHING FOREIGN-BORN ILLITERATE ADULTS

Educating the non-English speaking, adult foreign-born illiterate is a special problem creating unique circumstances for literacy instructors. Being foreign-born, his language habits differ both from English and, in the classroom, quite probably from those of his fellow foreign-born students. Learning to read and write English must also mean learning to speak English. However, learning to read and write for the first time, particularly in a language other than one's native tongue, is a different learning problem than becoming accustomed to reading and writing in a second or third language after having mastered literacy skills in the first.

Programs developed in consideration of this difficulty are few and supplementary reading materials even scarcer. The following list of programs and supplementary readings are especially appropriate for non-English speaking adults having some reading and writing proficiency in another language. The more recent ones are carefully organized to integrate reading, speaking, listening and writing practice in a logical sequence and may be used for total illiterates.

Allasina, T. A. and N. N. McLeod. BEGINNING ENGLISH FOR MEN AND WOMEN, Parts I and II (revised). Cascade Pacific Books, 1958.

A two workbook series providing reading and writing practice.

BECOMING A CITIZEN. United States Government Printing Office, 1965.

A three workbook series combining reading, speaking and writing practice with civic and citizenship information published by the Immigration and Naturalization Service. Might also be used as additional speaking and reading practice material.

Bernardo, Leo U. and Dora F. Pantell, ENGLISH: YOUR NEW LANGUAGE, BOOK 1, (First of a series of three volumes). Silver Burdett Company, 1966.

An audio-lingual workbook which combines practice in reading, writing, speaking, and listening. A teacher's edition prompts the teacher in its use as well as provides an explanation of its organization.

Cass, Angelica W., How to Become A United States Citizen. Noble and Noble Publishers, Inc., 1963.

Provides reading and writing practice within a 600 word vocabulary. Student fills in forms and reads materials necessary to functioning as a literate alien entrant in the United States. Includes lists of words used.

Cass, Angelica W., Live and Learn. Noble and Noble Publishers, Inc., 1962. Annotated elsewhere.

English 900, English Language Services, Inc. The Macmillan Company, 1964.

A series consisting of six paper bound textbooks and accompanying workbooks with tape recordings. The 900 basic sentences covered in the six workbooks with variations provide a basic vocabulary of English. Groups of sentences are organized around situations which form a teaching unit. Workbooks are branch programmed.

Gibson, Christine M. and I. A. Richards. First Steps in Reading English. Washington Square Press, Inc., 1959.

A set of four linguistic oriented paper backed readers with workbooks and filmstrips. The introduction of new words and new letters is carefully controlled. The author describes this as a readiness program only.

Gobles, Dorothy Y. (Ed.). California Migrant Ministry Series:

Good Health for You and Your Baby

Read to Learn: An Elementary Reader

You and Your Money

The Lopez Family: A Primer for New Readers

How to Be A Citizen of the United States

Driver Education Manual I and II

Teaching English and Practical Knowledge: A Teacher's Manual for Adult Education

Readings: English as a Second Language. Educational Division, Reader's Digest Services, Inc., 1963.

Short reading selections with exercises providing word attack skill and comprehension training.

Scope and Sequence - Teaching English as a New Language, Board of Education of the City of New York, in press.

Shawn, Bernard. FOUNDATIONS OF CITIZENSHIP. Frank E. Richards, 1965.

Smith, Edwin H. and Florence R. Lutz, MY COUNTRY, REVISED. Steck-Vaughn Company, 1964.

A civics reader for the near-illiterate.

Smith, Harley A. and Ida Lee King Wilbert. I WANT TO LEARN ENGLISH. Steck-Vaughn Company, 1965.

A two volume set of workbooks organized along traditional lines of English mechanics and usage. Writing is introduced. Supposes a primary level knowledge of written English. These books would be particularly appropriate as supplements to a program or a continuation of elementary instruction.

PUBLICATIONS USEFUL TO LITERACY INSTRUCTORS

ADULT BASIC EDUCATION: A GUIDE FOR TEACHER TRAINERS. Washington, D. C., NAPSAE, 1966.

Outlines the characteristics of uneducated adults with implications for teaching adult basic education classes. It provides help to teachers as well as teacher trainers in the areas of curriculum, materials, testing, counseling, and recruitment.

Alesi, Gladys and Mary C. McDonald. "Teaching Illiterate Adults to Read," COLLEGE - ADULT READING INSTRUCTION (Perspectives in Reading, No. 1). Newark, Delaware: I.R.A., 1964, 84-99.

Describes the Adult Basic Education programs in New York City for illiterates and functionally illiterates, emphasizing classroom procedures.

AMERCANIZATION AND ADULT ELEMENTARY EDUCATION BIBLIOGRAPHY. Albany, New York: The State Department of Education, 1960.

Contains bibliographies of professional books and of materials for both English-speaking and non-English-speaking adults.

AUDIOVISUAL INSTRUCTION, Volume II, No. 4, April, 1966.

Features articles on adult basic education, particularly on materials and audiovisual media.

Barnes, Robert F. and Andrew Hendrickson. GRADED MATERIALS FOR TEACHING ADULT ILLITERATES. Columbus, Ohio: School of Education, The Ohio State University, 1965.

Divided into three levels according to the reading ability required of the adult, the materials are rated by interest level and use and very briefly described.

Berdrow, John R. READING PROGRAMS AND EVALUATION OF MATERIALS FOR BASIC AND CONTINUING ADULT EDUCATION, Adult Education, Curricular Series Bulletin A-167. Illinois State Department of Public Instruction, 1965.

Berdrow, John R. TEACHING ADULTS, Adult Education, Curricular Series Bulletin A-174. Illinois State Department of Public Instruction, 1965.

Board of Education of the City of New York:

SCOPE AND SEQUENCE - TEACHING ENGLISH AS A NEW LANGUAGE, in press.

TEACHING READING TO ADULTS, in press.

CONDUCTING A PROGRAM OF BASIC EDUCATION WITH ADULTS, 1964-65.

The booklet is planned as a means of helping teachers to motivate and guide native under-educated adults toward greater aspirational fulfillment. It contains a course outline, including instruction goals and teaching techniques in reading.

Boyd, R. D. "Model for the Analysis of Motivation," ADULT EDUCATION, 16:24-33, Autumn, 1965.

Brice, Edward. EDUCATION OF THE ADULT MIGRANT. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1961.

Cass, Angelica W. ADULT ELEMENTARY EDUCATION. New York: Noble and Noble Publishers, Inc., 1959.

Outlines characteristics of adult students, teachers, administrators, curriculum, methods, and materials.

Chapman, Byron E. TEACHING ADULTS TO READ: BASIC EDUCATION HANDBOOK, Series 1 (revised). Allied Education Council, 1966.

Cortright, Richard W. "Guidelines to Understanding Illiterate Adult Americans," JOURNAL HOME ECONOMICS, 58:253-5, April, 1966.

Brief description of the undereducated adult in an attempt to entice home economists in helping educate him.

Cortright, Richard W. "Professional Preparation in Literacy Education," JOURNAL OF TEACHER EDUCATION 16:290-3, September, 1965.

Names colleges and universities where courses in literacy journalism and education are offered and provides a sample curriculum.

Cortright, Richard W. "Teaching Illiterates to Read: the Role of Literistics," JOURNAL OF DEVELOPMENTAL READING, II (Winter, 1959), 3-12.

Discusses the methods of teaching reading that have been employed historically throughout the world. Literistics, the study of literacy methods, is related to linguistics, anthropology, sociology, and psychology.

Dale, Edgar and Ralph W. Tyler. "A Study of Factors Influencing the Difficulty of Reading Materials for Adults of Limited Reading Ability," LIBRARY QUARTERLY, 4:384-412, July, 1934.

Fox, Esther. "Considerations in Constructing a Basic Reading Program for Functionally Illiterate Adults," ADULT LEADERSHIP, 13:7-9, May, 1964.

Provides a background on identifying and testing adults in establishing a basic reading program.

Goldberg, Samuel. ARMY TRAINING OF ILLITERATES IN WORLD WAR II. New York: Bureau of Publications, Teachers College, Columbia University, 1951.

Discusses the identification and training of soldiers whose reading abilities were below fourth grade functioning.

Gray, William S. THE TEACHING OF READING AND WRITING. New York: UNESCO, 1956.

Discusses literacy programs and methods around the world. Of particular interest are the chapters: "Teaching Adults to Read" and "Teaching Handwriting to Adults."

Greenleigh Associates, Inc. EDUCATIONAL REHABILITATION: AN EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM OF THE STATE OF ILLINOIS, 1965.

A study of adult basic education in Illinois — the programs, population, history, legislation, instructors, and recommendations.

Greenleigh Associates, Inc. FIELD TEST AND EVALUATION OF SELECTED ADULT BASIC EDUCATION SYSTEMS, 1966.

Four well known systems for teaching illiterates to read were com-

pared using a population of 1900 adults with below fifth grade reading ability. Provides interesting sidelights on intrinsic motivation developed by returning to school.

Greer, Edith S. (Ed.). GUIDE FOR ADULT BASIC CURRICULUM, Beginning Level. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1966.

Describes the inadequately educated adult and presents a wide range of basic skills curriculum.

Griffin, Ella. "Writing and Illustrating Books to Follow Literacy Campaigns," FUNDAMENTAL AND ADULT EDUCATION. Paris: UNESCO, Volume V, No. 3, July, 1953, 122-7.

Describes features of reading material and illustrations that materials for new adult readers should have. The suggestions are illustrated by booklets from many countries.

Griffin, Ella. "Writing Graded Textbooks for Literacy Training," FUNDAMENTAL AND ADULT EDUCATION. Paris: UNESCO, Vol. VI, No. 3, July, 1954.

Lists some criteria for estimating reading level and vocabulary difficulty, useful for writing materials for beginning adult readers.

Hayes, Ann, Nancy Lighthall, and Dan Lupton, AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION. Springfield, Illinois: Office of the Superintendent of Public Instruction, 1964.

Includes short descriptions of professional books and of materials to be used in adult basic education classes.

Hollis, Jennie-Clyde, (Ed.). CURRICULUM GUIDE TO ADULT BASIC EDUCATION, INTERMEDIATE LEVEL. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966.

INTERNATIONAL JOURNAL OF ADULT AND YOUTH EDUCATION (formerly FUNDAMENTAL AND ADULT EDUCATION). New York: UNESCO, Vol. XIV, No. 1, 1962.

This issue explores the steps that would be taken by several literacy specialists in establishing campaigns to eradicate illiteracy, primarily in foreign countries.

Lanning, Frank W. and Wesley A. Many. BASIC EDUCATION FOR THE DISADVANTAGED ADULT: THEORY AND PRACTICE. Boston: Houghton Mifflin Co., 1966.

Reprints a variety of articles on adult basic education.

Lewis, Oscar, LA VIDA. Random House, 1966.
A behavioral description of the culture of poverty in the words of its members.

Mangano, J. A. and Lois A. Mathesar. TEACHING AND STUDY MATERIALS (Advisory Bulletin, No. 4). Albany, New York: The State Education Department, Bureau of Adult Education, April, 1965.

Contains annotated bibliographies, divided by skill level, for reading, oral and written communication, arithmetic, and professional books.

Mitzel, M. Adele. "The Functional Reading Word List for Adults," ADULT EDUCATION, Winter, 1966, 16:67-9.

An empirally established basic word list from materials adults need to read and most commonly read.

Neff, Monroe C. ADULT BASIC EDUCATION SEMINAR GUIDE. Chicago: Follet Publishing Co., 1966.

Portrays the undereducated adult student and provides curriculum suggestions for teaching arithmetic, reading and consumer education.

Neijs, Karel. LITERACY PRIMERS: CONSTRUCTION EVALUATION AND USE. Belgium, UNESCO, 1961.

Neijs, Karel. "Some Considerations on the Making of Adult Literacy Primers," INTERNATIONAL JOURNAL OF ADULT AND YOUTH EDUCATION, Vol XII, (1960), No. 1, 41-58.

Outlines the four main elements — linguistic, pedagogical, social-cultural, and visual — important in constructing beginning reading programs.

O'Brien, Katherine. "Books for Adults Beginning to Read," WILSON LIBRARY BULLETIN, September, 1966, Vol 41, No. 1, 83-87.

An annotated bibliography divided into two levels and including a chart for evaluation of materials.

Office of Economic Opportunity. COMMUNITY ACTION: ADULT EDUCATION, July, 1966.

A pamphlet to assist communities in analyzing their adult basic education needs, assessing the resources available for action, and developing an effective community action program to attack their poverty problems.

Olsen, J. "Instructional Materials for Functionally Illiterate Adults," PHI DELTA KAPPAN, 46:450-52, May, 1965.

Outlines characteristics that should be incorporated in adult basic education materials, such as the sentence approach to reading.

Resource Materials in Civic Education for Adult Elementary Classes. CURRICULUM BULLETIN, 1957-58 Series, No. 7. New York: Board of Education of the City of New York, 1959.

Provides resource materials in an area much neglected by publishers.

Smith, Edwin H. and Mason, George E. TEACHING READING IN ADULT BASIC EDUCATION. Bulletin 71H-4, The Florida State Department of Education, 1965.

Smith, Edwin H., Cook, Wanda D. and Brantmueller, Weldon G. TECHNIQUES FOR TEACHING REMEDIAL CASES. Bulletin 71H-5, The Florida State Department of Education, 1966.

Smith, Edwin H., et al. SPECIFIC TECHNIQUES FOR TEACHING READING. Bulletin 71H-3, The State Department of Education, Florida, 1965.

Smith, Edwin P., Marie P. Smith. TEACHING READING TO ADULTS. Washington, D. C., NAPSAE, 1962.

Contains suggestions for teaching at each level, including lists of materials.

U. S. Department of Health, Education and Welfare, Office of Education. EDUCATIONALLY DEFICIENT ADULTS, THEIR EDUCATION AND TRAINING NEEDS. (A Study for the Manpower Development and Training Program). Washington, D.C.: Government Printing Office, 1965

Wallace, Mary C. LITERACY INSTRUCTOR'S HANDBOOK. Chicago. Follett Publishing Company, 1965.

Relates the author's experiences in teaching adult illiterates.

Wilson, Corlett T. "An Essential Vocabulary," THE READING TEACHER. XVII (November, 1963), 94-6.

A list of words and phrases that are commonly used on signs.

WILSON LIBRARY BULLETIN, September, 1965, Vol. 40, No. 1.

Although the issue is intended to help librarians meet the needs of new adult readers, a description of the major literacy programs and supplementary reading, "Books for Adults Beginning to Read," might be beneficial to teacher of adult basic education.

PUBLISHERS' ADDRESSES

Affiliated Publishers, Inc., 630 Fifth Avenue, New York, New York 10020

Allied Education Council, P.O. Box 78, Galien, Michigan 49113

American Incentive to Read, 2015 West Olympic Boulevard, Los Angeles, California 90006

American Southern Publishing Company, P.O. Box 408, Northport, Alabama 35476

Baylor Book Store, The Literacy Center, Box 6325, Waco, Texas 76700

Behavioral Research Laboratories, Box 577, Palo Alto, California 94302

Board of Education of the City of New York, Bureau of Community Education, 110 Livingston Street, Brooklyn, New York 11201

California Migrant Ministry, 3330 West Adams Boulevard, Los Angeles 18, California

California Test Bureau, Del Mente Research Park, Monterey, California 93940

Collier-Macmillan International, 60 Fifth Avenue, New York, New York 10011

Croft Educational Services, 100 Garfield Avenue, New London, Connecticut 06301

Educational Developmental Laboratories, Inc., Huntington, New York 11744

Educational Reading Aids Publishing Corporation, Cenco Educational Aids, Carle Place, Long Island, New York 1110

Encyclopedia Britannica Press, 425 North Michigan Avenue, Chicago, Illinois 60611

Feardon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California 94306

Field Enterprises, Merchandise Mart Plaza, Chicago, Illinois 60654

Finney Publishing Co., 3350 Gorham, Minneapolis 26, Minnesota

Follett Publishing Co., 1010 West Washington Boulevard, Chicago, Illinois 60607

Garrard Publishing Company, Champaign, Illinois 61820

Gifted Teachers Books, Box 83, Flossmoor, Illinois 60422

Government Printing Office, c/o Superintendent of Documents, Washington, D.C. 20402

Harcourt, Brace and World, Inc., Tarrytown, New York 10591

Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016

Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017

Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107

Institutional Book Service, 1224 Van Buren Street, Chicago, Illinois 60607

Jack Hood School Supplies, Ltd., 91-99 Erie Street, Stratford, Ontario, Canada

Kalamazoo Public Library, 315 South Rose Street, Kalamazoo, Michigan

The King Company, 2414 West Lawrence Avenue, Chicago, Illinois 60625

Koinonia Foundation, Box 5744, Baltimore, Maryland 21200

Lerner Publication Company, 133 First Avenue, Minneapolis, Minnesota 55401

McGraw-Hill Company, Webster Division, Manchester Road, Manchester Missouri 63011

David McKay Company, Inc., 750 Third Avenue, New York, New York 10017

Modern Curriculum Press, Berea Industrial Park, Berea, Ohio 44017

National Association of Public School Adult Educators, Washington, D.C. 20036

New Readers Press, Box 131, Syracuse, New York 13210

Noble and Noble Publishers, Inc., 750 Third Avenue, New York, New York 10017

Ohio State University, County Extension Agent, Home Economics, 506 The Arcade, Cleveland 14, Ohio

F. A. Owen Publishing Co., Instructor Park, Dansville, New York 14437

Peterson Handwriting System, Greensburg, Pennsylvania 15601

Public Affairs Pamphlets, 381 Park Avenue, South, New York, New York 10016

Random House School and Library Service, Inc., 457 Madison Avenue, New York, New York 10022

Reader's Digest Services, Inc., Educational Division, Pleasantville, New York 10570

Regents' Publishing Co., Inc., 200 Park Avenue, South, New York, New York 10003

Frank E. Richards, 215 Church Street, Phoenix, New York 13135

Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

Scott, Foresman and Co., 433 East Erie Street, Chicago, Illinois 60611

Silver Burdett Company, 460 South Northwest Highway, Park Ridge, Illinois 60068

Steck-Vaughn Company, P.O. Box 2029, Austin Texas 79767

George Wahr Publishing Company, 316 South State Street, Ann Arbor, Michigan 48103

Washington Square Press, Inc., Educational Division, 630 Fifth Avenue, New York, New York 10020

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